Second Step Implementation Checklist Instructions

Description and purpose: The *Second Step* Implementation Checklist summarizes implementation information and can function as a yearly record for both schools and districts. It may be completed by a member of the *Second Step* support team or an administrator involved in program implementation.

Instructions for use: On the checklist, mark each item that was completed. Information from other process measures can be used to complete this form (for example, the Lesson-Completion Record and/or the Social-Emotional Learning Checklist). It may be necessary to consult with others in the school to answer some questions fully (for example, how many staff shared curriculum kits, how families were involved in the program).

Scoring: The minimal scoring consists of calculating the percentage of staff trained and estimating the average number of staff sharing curriculum kits. The remaining information should be summarized descriptively.

Interpreting results: The checklist provides a summary of *Second Step* program implementation activities at year's end. The summary may be compared to checklists from previous and subsequent years of program implementation to assess progress toward implementation goals and suggest future directions in your school's violence prevention efforts.

Second Step Implementation Checklist

This checklist is intended to help school staff assess school- or agency-wide implementation of the *Second Step* curriculum. This form may also be used to formulate objectives for evaluation in a grant proposal and to document steps toward full implementation.

Planning for *Second Step* Implementation

❑ Identified a *Second Step* sponsor (person or group committed to the program and in a position to ensure implementation).

❑ Assessed staff interest and commitment.

❑ Prepared a budget and secured funding.

❑ Created a *Second Step* support team.

Second Step Training

❑ *Second Step* training made available to staff teaching lessons.

   Percentage of program teachers trained: _____ %

❑ *Second Step* training made available to nonteaching staff.

   Percentage of nonteaching staff trained: _____ %

❑ Trainer assessed staff satisfaction with initial training (see Trainer's Manual, Handout 15).

❑ Follow-up training (booster sessions) made available.

❑ Trainer assessed staff satisfaction with booster training.

Classroom Support for the *Second Step* Curriculum

❑ Adequate number of curriculum kits obtained.

   On average, how many staff shared one kit? _____

❑ Lessons presented regularly, according to Scope and Sequence (see *Second Step* Lesson-Completion Record).

❑ Lessons integrated into daily classroom events (see Social-Emotional Learning Checklist).

School- or Agency-Wide Support for the *Second Step* Curriculum

❑ *Second Step* support team observed or assisted teachers during program instruction.

❑ *Second Step* teachers given release time to observe others teaching lessons.

❑ *Second Step* implementation discussed at staff meetings (agenda item).

❑ *Second Step* support team developed schoolwide enhancement activities (such as displaying *Second Step* posters in lunchroom).

❑ Parents and caregivers informed about the *Second Step* program.
   ❑ Teachers distributed *Second Step* Take-Home Letters.
   ❑ *Second Step* Family Guide presented.
   ❑ *Second Step* kits displayed during a family night.